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ABSTRACT

This report from the Woodson Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) student scores reflected growth although the system goals were not met; (2) growth was evident in the third and sixth grade in both reading and math; (3) over half of the students in second, fourth, fifth, sixth, and seventh grades completed the basal materials for reading, but only the second grade met this goal for math; and (4) strategies should be devised to make certain that the tested skills are integrated into the curriculum. Statistics and test scores are presented in 17 tables. (VM)

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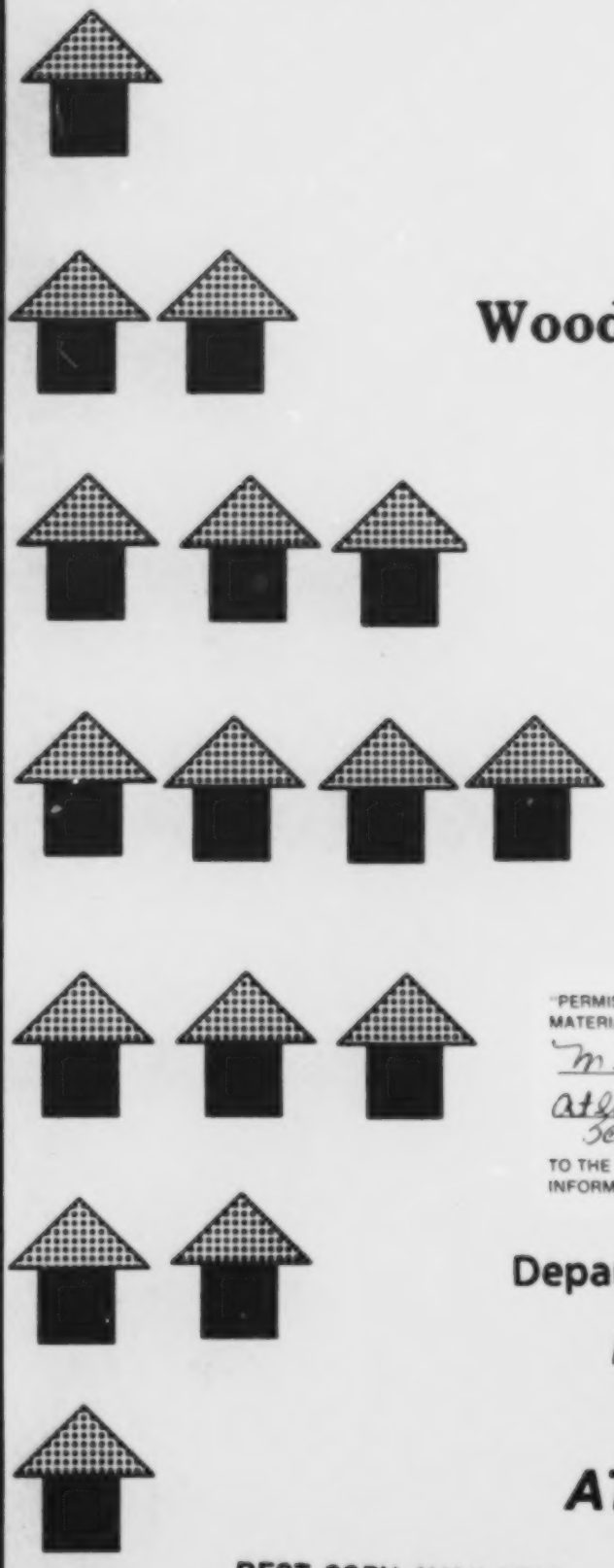

Woodson Elementary School

School Report

1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

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WOODSON ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Carol Vivona, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. Enrollment at Woodson has steadily declined.

2. Over one-fourth of the student population participated in the compensatory reading or mathematics programs.

3. Almost two-thirds of the kindergarten students attended day care programs.

4. All but one first grade student attended kindergarten.

5. The percentages of students new to the Atlanta Public Schools and new to Woodson were slightly above those of the system.

6. Student mobility decreased slightly but remained above the system. Over one-third of the student population entered or withdrew during the school year.

7. Student attendance decreased and was below that of the system.

8. Staff attendance increased and was above that of the system.

9. Based on the fall screening results, students at Woodson entered kindergarten less prepared than similar enrollees systemwide.

10. Based on reported data, 47 percent of the kindergarten students completed and mastered Getting Ready to Read, the readiness level of the basal. Since completion of this magazine was a requirement for progression to the first grade, these data appear to be inaccurate as 80 percent of the kindergarten students were promoted.

11. The average number of basal reader magazines completed during the year was above the system average in the second grade and equal to the system average in the fourth grade. However, over 50 percent of the students in grades 2, 4, 5, 6, and 7 covered an entire year of material in the basal reader.

12. The average number of units completed in the mathematics basal was below the system average at all grade levels. Second grade was the only level which had at least half of the grade cover the entire book during the year.

13. The percentage of kindergarten students scoring above the national norm on the California Achievement Tests (CAT) decreased in both reading and mathematics. Although 71 percent scored above the national norm in mathematics, only one-third scored above the national norm in reading.

14. The percentage of students scoring at or above the national norm on the Iowa Tests of Basic Skills (ITBS) increased in both reading and mathematics, but remained considerably below that of the system. The one grade level which had at least half of the students performing at or above the national norm was second grade in the area of mathematics.

15. Two-year matched ITBS scores reflected a positive increase in grade equivalent scores at all grades. However, the school-wide gain was less than one year and below the system average. Gains of at least one year were made in reading in the fifth and sixth grades and in mathematics in the second, fourth and fifth grades.

16. The median percentile rank on the ITBS in both social studies and science was above the national norm and above the state average for second grade students. It was below the national norm and below the state average for fourth and seventh grade students.

17. For students participating in the reading and mathematics compensatory programs, the average normal curve equivalent (NCE) scores reflected a gain in student performance in both areas. The gain in reading was less than that of similar students systemwide, whereas the gain in mathematics was greater than the system average for similar students.

18. Students not participating in the compensatory programs exhibited a loss in NCE scores in both reading and mathematics, whereas similar students systemwide exhibited a gain in NCE scores.

19. The average scale score on the Georgia Criterion-Referenced Tests (GCRT) decreased for first grade students in both reading and mathematics and remained below the system and state averages.

20. The percentage of third grade students passing the GCRT the first time tested increased in both reading and mathematics as did the average scale score in both areas. However, student performance remained below that of the state and system.

21. The average scale score on the GCRT for sixth grade students increased in both reading and mathematics. Although it remained below the state average in both areas, there was a considerable increase in mathematics performance and the average scale score was above that of the system.

22. The average number of reading minimum skills mastered was equal to or greater than the system average in all grades except first, third, and fourth. Likewise, the average number of mathematics minimum skills mastered was equal to or exceeded the system average in all grades except first, third, fourth, and seventh.

23. The percentage of students meeting progression requirements was less than that of the system at all grades except sixth and seventh.

CONCLUSIONS

1. Although the system's goal of 50 percent of the students performing at or above the national norm was not met, students' scores on the ITBS reflected growth in both reading and mathematics.

2. Likewise, the system's goal of reaching the state average on the GCRT was not met, but growth was evident at the third and sixth grade levels in both reading and mathematics.

3. Over half of the students in the second, fourth, fifth, sixth, and seventh grades covered an entire year in the basal reader, thus meeting the system's goal. However, in mathematics the goal was met only at the second grade.

RECOMMENDATIONS

The principal and faculty are to be commended for the growth evident in student achievement in both reading and mathematics. Efforts should be made to integrate GCRT skills in the instructional program at all levels. Attempt to identify specific strategies to increase the number of students progressing through the mathematics basals. Examine science and social studies curricula as presently being implemented at Woodson to be certain that those skills which are tested are an integral part of the curricula.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

WOODSON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	655	651	618	604	547	-57	-9.4	-108	-16.5
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	25.0	76	1654.0	72
LOAD EXEMPT	8.1	24	640.2	28
TOTAL	33.1	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	141	26	5542	15
COMPENSATORY MATH	64	12	4850	13
K-GARTEN - APS DAY CARE	11	15	877	15
K-GARTEN - NON-APS DAY CARE	37	50	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	26	35	2652	45
FIRST GRADE - APS K-GARTEN	64	89	5801	89
FIRST GRADE - NON-APS K-GARTEN	7	10	627	10
FIRST GRADE - NO K-GARTEN	1	1	123	2
PUPIL-TEACHER RATIO	21.9		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	65	12	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	166	30	10469	28
MOBILITY INDEX:				
1984-85	.28		.29	
1985-86	.35		.30	
1986-87	.34		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		94.6		94.9
1985-86		94.7		95.1
1986-87		93.5		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.6		93.3
1985-86		93.7		94.0
1986-87		96.0		94.9

8/17/87

WOODSON ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	93	99	58	81	55	75	26	84	73	85	7	73
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	7	3	-6	-7	-4	8	-22	0	-5	-3	-1	

8/14/87

WOODSON ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	21	30	8	11	8	11	33	47	70
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
WOODSON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines				
		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	4.2	47	8	80
	System	9	6.3	70	24	6469
02	School	6	6.6	110	98	51
	System	6	5.6	93	68	5635
03	School	6	3.7	62	14	73
	System	6	5.1	85	50	5233
04	School	4	4.1	103	52	56
	System	4	4.1	103	77	4974
05	School	4	3.4	85	52	63
	System	4	4.0	100	78	4508
06	School	4	3.7	93	81	74
	System	4	4.0	100	82	2199
07	School	4	3.3	83	58	57
	System	4	3.8	95	77	1622

7/08/87
WOODSON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	9.4	72	35	80
	System	13	11.7	90	81	6894
02	School	13	11.7	90	57	74
	System	13	12.0	92	83	5770
03	School	13	7.8	60	14	73
	System	13	11.5	89	51	5285
04	School	13	10.7	82	32	58
	System	13	11.1	85	43	4974
05	School	13	10.3	79	22	69
	System	13	11.0	85	43	4514
06	School	13	11.3	87	38	74
	System	13	11.8	89	80	2202
07	School	14	8.8	63	7	57
	System	14	11.5	82	39	1625

Woodson Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	66	75	50	62	34	74	71	--	496
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		91	77	50	36	23	-13
02		75	73	50	23	34	11
03		71	74	50	24	20	-4
04		71	54	50	18	30	12
05		68	68	50	15	40	25
06		54	70	50	50	24	-26
07		82	56	50	20	30	10
	School Total	512	472	50	26	29	3
	Elem. 1-5 Schools	12,787	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		91	77	50	47	47	0
02		75	74	50	73	76	3
03		71	74	50	23	26	3
04		72	54	50	24	39	15
05		68	68	50	43	37	-6
06		54	70	50	54	34	-20
07		82	56	50	13	30	17
	School Total	513	473	50	39	42	3
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

WOODSON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	63	40	38	-2	63	49	76	27
	MEAN GE	2.7		1.9	2.4	0.5		2.1	3.1	1.0
03	PERCENT	50	57	23	21	-2	57	68	32	-36
	MEAN GE	3.7		2.4	3.1	0.7		3.1	3.3	0.2
04	PERCENT	50	39	23	23	0	39	23	41	18
	MEAN GE	4.7		3.2	4.1	0.9		3.2	4.5	1.3
05	PERCENT	50	51	18	35	17	52	25	38	13
	MEAN GE	5.7		4.0	5.1	1.1		4.1	5.3	1.2
06	PERCENT	50	57	12	19	7	57	40	33	-7
	MEAN GE	6.7		4.6	5.7	1.1		5.5	6.2	0.7
07	PERCENT	50	45	51	33	-18	45	58	29	-29
	MEAN GE	7.7		7.1	7.3	0.2		6.8	7.0	0.2
SCHOOL TOTAL										
	PERCENT	50	312	28	29	1	313	45	43	-2
	MEAN GE			3.4	4.2	0.8		3.7	4.5	0.8
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Woodson Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	73	2.7	3.5	4.2	3.9
04	64	50	61	62	40	4.7	5.3	5.3	4.2
07	52	50	54	50	26	7.7	7.9	7.6	5.8

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	64	2.7	3.0	3.2	3.2
04	64	50	66	62	42	4.7	5.6	5.4	4.2
07	52	50	60	52	34	7.7	8.5	7.8	6.3

09/22/87

WOODSON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	11	27	17	26	17	32	24	29	19	27	26	26			114	28
		1987		42		32		33		30		32		35				34
		GAIN		15		6		1		1		5		9				6
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	1	20	53	51	46	46	25	45	35	44	36	42	48	45	244	46
		1987		54		50		41		50		48		44		41		45
		GAIN		34		-1		-5		5		4		2		-4		-1
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

WOODSON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	8	15	18	31	13	28	10	11							49	24
		1987		52		53		33		36								44
		GAIN		37		22		5		25								20
	TOTAL ELEM	1986	632	27	1268	40	985	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	4	47	52	56	50	65	39	48	55	41	62	45	48	44	310	49
		1987		59		63		41		50		41		41		41		46
		GAIN		12		7		-24		4				-4		-3		-3
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
WOODSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	90	74	61	64	51	63	79	78	72	54	62	207
	1987	76	83	68	70	42	64	82	66	71	39	49	202
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		9	7	6	-9	1	3	-12	-1	-15	-13	-5
DIFF. SCHOOL-SYSTEM (1987)			4	3	2	-19	-14	1	-15	-11	-25	-21	-9
DIFF. SCHOOL-STATE (1987)			-1	-8	-5	-17	-13	-3	-14	-10	-21	-20	-10

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	90	91	83	54	83	84	90	66	76	91	71	78	69	81	73	91	207
	1987	76	91	79	61	76	70	82	58	50	76	74	76	87	93	74	87	205
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		0	-4	7	-7	-14	-8	-8	-26	-15	3	-2	18	12	1	-4	-2
DIFF. SCHOOL-SYSTEM (1987)			4	-9	-10	-4	-8	-11	-10	-27	-6	-7	-8	2	0	-3	4	-6
DIFF. SCHOOL-STATE (1987)			1	-12	-18	-5	-10	-12	-10	-21	-8	-7	-9	-4	-2	-8	5	-8

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WOODSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	72	63	26	71	47	61	43	50	46	195	78
	1987	63	22	7	25	24	7	10	16	5	198	84
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-41	-19	-46	-23	-54	-33	-34	-41	3	8
DIFF. SCHOOL-SYSTEM (1987)			-10	-3	-12	-6	-3	-4	-5	-3	-10	-6
DIFF. SCHOOL-STATE (1987)			0	0	0	0	0	0	0	0	-16	-10

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	72	71	36	51	35	35	76	69	51	49	47	64	67	188	57
	1987	63	44	46	71	49	62	70	63	33	43	46	38	38	192	63
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-27	10	20	14	27	-6	-6	-18	-6	-1	-26	-29	4	6
DIFF. SCHOOL-SYSTEM (1987)			19	9	12	18	19	25	21	16	23	23	26	18	-13	-23
DIFF. SCHOOL-STATE (1987)			27	16	18	23	22	34	31	16	29	27	29	22	-18	-29

08/31/87
WOODSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	83	58	62	36	28	64	70	57	53	42	66	49	194
	1987	71	79	68	41	21	80	85	56	65	62	75	49	198
SYSTEM	1987	4374	72	67	45	39	72	75	68	66	55	72	58	200
STATE	1987	78906	83	77	57	54	81	84	78	76	68	81	73	207
DIFF. SCHOOL	86-87		21	6	5	-7	16	15	-1	12	20	9	0	4
DIFF. SCHOOL-SYSTEM (1987)			7	1	-4	-18	8	10	-12	-1	7	3	-9	-2
DIFF. SCHOOL-STATE (1987)			-4	-9	-16	-33	-1	1	-22	-11	-6	-8	-24	-9

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	53	49	70	79	49	42	49	38	47	38	49	58	26	193
	1987	71	82	72	94	54	72	82	55	58	56	70	85	48	202
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL	86-87		33	2	15	5	30	33	17	11	18	21	27	22	9
DIFF. SCHOOL-SYSTEM (1987)			20	-3	6	-4	15	19	1	-3	8	2	12	5	2
DIFF. SCHOOL-STATE (1987)			12	-8	2	-10	-3	10	-12	-16	-4	-7	1	-13	-4

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WOODSON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	93	97	89	96	93	91	90	96	96	97										9	70
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-4	-2	-4	-2	1	-1	1	0	1	-1										0	
01	SCHOOL	89	77	73	83	64	71	69	65	68	88	77	77	97	91	89					12	75
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	-3	-8	-11	-6	-18	-13	-14	-16	-14	-1	-7	-10	7	-4	-5					-1	
02	SCHOOL	89	93	73	88	84	82	84	84	89	84	85	89	96	99	96					13	73
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	0	-1	-15	0	-4	-6	-2	-5	-2	-3	-3	-1	3	6	2					0	
03	SCHOOL	85	72	82	72	75	72	66	66	76	77	70	80	68	79	70	76	72			13	71
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-5	-16	-8	-16	-14	-17	-20	-21	-17	-14	-17	-9	-18	-12	-17	-17	-21			-2	
04	SCHOOL	77	77	73	77	71	84	70	75	75	71	75	86	93	91	89					12	56
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	-16	-16	-19	-16	-21	-9	-20	-17	-17	-21	-17	-6	0	-1	-5					-2	
05	SCHOOL	100	100	92	92	94	94	94	92	92	92	92	94	92	92	92	94	92	92	91	18	66
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	-2	-1	0	0	0	-1	-2	-2	-1	0	-1	-1	0	1	-1	-2	-3	0	
06	SCHOOL	97	99	99	99	99	99	99	100	99	96	99	97	99	99	99	99	96	97		18	73
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	2	5	4	6	6	7	5	7	5	4	5	4	8	6	5	6	5	4		1	
07	SCHOOL	94	94	94	94	94	94	94	94	94	94	94	94	94	94						13	51
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	1	1	1	1	2	2	2	1	3	2	2	2	2	2						0	

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WOODSON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	91	87	83	93	87	89	91	94	93	83									10	70
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-1	-4	-7	-11	-1	-8	-5	-2	2	-3	-24									0	
01	SCHOOL	99	97	99	80	80	74	67	64	67	78	79	75								10	78
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	1	-1	3	-13	-12	-17	-20	-24	-21	-12	-11	-16								-1	
02	SCHOOL	99	97	89	97	92	90	90	95	93	97	92	93	93	92	89					14	73
	SYSTEM	97	96	83	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	2	1	-4	4	1	-2	-3	0	1	1	-3	-2	0	0	-1					0	
03	SCHOOL	94	93	78	79	83	80	56	66	79	64	66	79	79	64	71	56	67			12	70
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	0	-1	-15	-14	-26	-9	-32	-23	-13	-26	-22	-10	-11	-26	-18	-32	-21			-3	
04	SCHOOL	95	82	88	84	82	75	80	85	84	87	80	87	95	89	84	78				14	55
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	1	-10	3	-9	-9	-15	-12	-8	-7	-5	-9	-4	3	-2	-6	-10				-1	
05	SCHOOL	99	99	94	94	97	96	94	94	93	93	91	93	93	93	93	90	91			16	67
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	5	5	1	2	4	4	2	4	2	0	2	2	2	4	3	3	4			1	
06	SCHOOL	99	95	99	97	95	97	93	97	99	97	99	99	100	97	95	96	96			16	73
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	5	6	8	7	4	8	6	7	11	8	12	10	13	10	10	12	12			1	
07	SCHOOL	98	96	98	98	94	94	94	94	94	94	94	92	94	94	92	57	57			15	51
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	4	4	4	6	2	3	3	2	4	3	3	1	2	3	1	-33	-31			-1	

7/08/87 WOODSON ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	58	79.5		.0	15	20.5	73
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	53	67.1	5	6.3	21	26.6	79
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	62	83.8	6	8.1	6	8.1	74
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	40	53.3	15	20.0	20	26.7	75
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	23	82.1	4	14.3	1	3.6	28
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	63	91.3	5	7.2	1	1.4	69
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	68	91.9	4	5.4	2	2.7	74
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	55	96.5	2	3.5		.0	57
	System	3,284	89.8	186	5.1	188	5.1	3,658